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ABSTRACT

This final report includes two major components: a narrative describing a project at Edmonds Community College, Washington, to develop a horticultural therapy curriculum and descriptions of six courses developed or revised during the project. The narrative reports the development of a supplementary interdisciplinary certification program to train individuals already working in the horticulture and human services areas through the cooperation of the horticulture and social and human services departments. Procedures included a literature review, personal contact with authorities in the field, and community involvement at a symposium. Results of needs evaluations (of students and agencies) conducted at the symposium and a third-party evaluation are also discussed. An appendix presents the course descriptions for the new and revised courses, entitled (1) Survey of Disabling Conditions, (2) Methods in Therapeutic Teaching, (3) Horticulture Therapy, (4) Symposium in Horticultural Therapy, (5) Seminary in Horticulture Therapy, and (6) Sign Language. Each is described on a course proposal form including all or some of the following information: title, prerequisites, credits, catalog description, course objectives, required texts, and course outline. Other appendixes provide survey forms, outline of the certification program, and mailing lists. (YLB)

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HORTICULTURE THERAPY
CURRICULUM DEVELOPMENT

FINAL REPORT

Project No. 79-AHW(222)

Curriculum Development Project
Conducted Under
Public Law 94-482

Sally Taylor
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CE 024 559

RESEARCH COORDINATING UNIT
Washington State Commission for Vocational Education

FINAL REPORT

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Horticultural Therapy

Curriculum Development Project
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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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December 1979

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Summary of the Report

A. Time period

The time period covered by this report was 5 1/2 months, from July 2, 1979 to December 17, 1979.

B. Goals and Objectives

The purpose of this project was the development of curriculum for an interdisciplinary offering through the cooperation of two previously unrelated departments, Horticulture and Social and Human Services. The purpose was to develop course materials to be used in the training of people to provide therapeutic horticultural activities to children and adults in a wide spectrum of settings, including children, the elderly, mental patients, the retarded, and people with conditions such as blindness, and muscular and neurological problems.

At the present time although Horticultural Therapy acitivities are internationally used in the treatment of a wide variety of patients, and there is a growing need for trained personnel, There are few programs in the United States providing such training, none in the State of Washington. Literature is scarce and limited in scope.

A major objective of this project was the development of a course of training for persons interested in becoming horticultural therapists. Specific materials to be developed included course descriptions for three new courses, revision of three existing courses, and the development of a brochure to advertise the program. Because of the innovative nature of this program, and the lack of available literature, the materials developed by this date December 1979 are tentative. Further development will be carried out during winter 1980 and new courses will begin Spring quarter of 1980.

Another major objective of this project was the development of an advisory committee composed of community members from such disciplines as Social Work, Nursing, Physical Therapy, Early Childhood Education, Horticulture and Gerontology. This objective has been satisfactorily reached.

C. Procedures

Procedures followed in the development of this project were based on major components; research, personal contact, with major authorities and community involvement.

Research

Research was done in two major areas. The first was an exhaustive review of the literature. Two computer searches were made with scant results. Additional resources were located by coordinators making contacts with authorities in the field and requesting assistance from them.

While the literature search was being carried out the office staff developed an extensive mailing list of potential agencies which might make use of horticultural therapists, or be interested in training. This work involved four workers and approximately 1000 hours.

Goals and Objectives of the Program

The goals and objectives of the project are as stated in the proposal.

1. To develop and implement at Edmonds Community College, from the current lacking curriculum, a full curriculum certification program, per State vocational requirements, by November 15, 1979.

1a. To select for Horticultural Therapy program from the current lacking committee an eight field active member advisory committee by July 31, 1979.

1b. To develop for Horticultural Therapy program from current curricula of Horticulture and Social and Human Services programs with three additional courses a perspective Horticultural Therapy curriculum by September 15, 1979.

1c. To explain and critique at a Horticultural Therapy Symposium at Edmonds Community College the proposed Horticultural Therapy curriculum by October 31, 1979

1. To implement at Edmonds Community College from the current lacking program a full curriculum certified Horticultural Therapy program per Edmonds Community College and Advisory Board standards by January, 1980.

Methodology

The design of the project was as stated in the original proposal.

Program development began before July 2, 1979. Staff members involved included three full-time instructors, the Associate Dean of Occupational Education and the Academic Counselor for Handicap Services. Preliminary development plans and deadlines were set, and interested parties contacted. Initial development culminated with the selection of an Advisory Committee.

Through the participation of interested groups, Horticultural Therapists, future employers of certified personnel, the Advisory Committee, and Edmonds Community College staff members, a curriculum plan was developed. Instructors finalized course content and presented it to the Advisory Committee.

Curriculum and course content was then presented during a symposium developed and presented by Edmonds Community College staff members and the Horticulture Therapy Advisory Committee. The one day presentation was open to all interested persons at no charge.

The program included presentations on the development and operation of Horticultural Therapy programs throughout the world, and the proposed Edmonds Community College curriculum. Following presentations, a workshop evaluation of our curriculum was conducted utilizing all participants.

Personal Contact with Major Authorities

When it became clear that a search of the literature was turning up mostly items of historical interest, and little of current practical use, the coordinators contacted the two foremost authorities in Horticulture Therapy in the United States, Alice Burlingame and Andrew Barber. Both of these experts were extremely gracious with their time and printed information. Ms. Alice Burlingame traveled with the coordinators to the University of British Columbia to meet with Canadian authorities Andrew Tarrant, Virginia Fearing and Margaret Coxon. Andrew Barber agreed to speak at the symposium planned for October 13, 1979, and granted permission to use many of his printed materials. He also agreed to meet with the coordinators to critique the planned curriculum.

University of British Columbia authorities, Virginia Fearing and Margaret Coxon also agreed to speak at the symposium, share newly developed materials, and meet to critique the planned curriculum. Finally, coordinator Dennis Thompson traveled to Chicago to attend the National Council for Rehabilitation and Therapy through Horticulture from October 9 - 12, 1979.

Community Involvement

One of the major purposes of the symposium held on October 13, 1979, was to acquaint and involve the community in the proposed Horticulture Therapy program. Extensive media coverage was helpful in bringing 110 people to the symposium. The media members themselves were intrigued and their interest resulted in radio, television, newspaper, and national magazine coverage. Local garden club members and social service providers were asked to participate in displays.

Two surveys were conducted at the symposium to provide an opportunity for community members to give input as to the need for such a program.

D. Results

The goals of the project have been accomplished. Instruction in existing courses is underway. Instruction in new courses will begin Spring of 1980.

E. Evaluation

Two "needs" evaluation surveys were carried out. The curriculum was also evaluated by the guest speakers who are authorities in Horticulture Therapy and by the newly formed advisory committee. Evaluations were decidedly positive.

F. Conclusions and Recommendations

Our experience indicates a need for the training of Horticultural Therapists. There was an expressed interest from a variety of agency personnel at the symposium, and there are interested potential students. Initially, the coordinators felt that, once established, the program would not require much maintainance. It now appears that community requests may require time and energy beyond the current capacity of those involved.

Final evaluation of the program were made by staff members and the Advisory Committee with implementation of the Horticulture Therapy program beginning Winter Quarter, January, 1980.

Results and Accomplishments of the Project

The coordinators think that the grant money was well spent. The objectives as stated in the original proposal have been reached.

We developed and implememted at Edmonds Community College, from the current lacking curriculum, a full curriculum certification program, per State vocational requirements, by November 15, 1979.

See Appendix D

An advisory committee was selected from the Horticulture Therapy community. Those members are as follows:

Mrs. Arthur Martin, Mr. Russ (F.R.) Roepcke, Mr. Fred Hercher, Ms. Edith Schurr, Mrs. Sally Allen, Mrs. Marjorie Bennion, Ms. Nancy Richardson. See Appendix E.

Using current courses from Horticulture and from the Social and Human Services Programs, it was necessary to develop only three additional courses to complete a prospective course outline by September 15, 1979.

For course descriptions see appendix F

A critique of the Horticulture Therapy Symposium was held on the campus of Edmonds Community College. It was attended by 110 people, see appendix A, a brochure of the program and appendix B and C, evaluation surveys.

We implemented at Edmonds Community College from the current lacking program a full curriculum certified Horticultural Therapy program per Edmonds Community College and Advisory Board standards by January 1980.

Courses began the second five weeks of Fall quarter, additional course work has been planned for Winter 1980 and Spring 1980.

E. Evaluation

Two types of discussion evaluations and two written evaluations were carried out. The discussion evaluations consisted of :

1. An evening meeting on October 13, 1979 with Andrew Barber, Virginia Fearing, Margaret Coxon to discuss our proposed curriculum.
2. Advisory committee meetings on September 24, 1979 and November 27, 1979.

Manual dexterity is a prerequisite, coupled with an interest in both plants, and helping people. The horticultural therapy aide can expect to work with a variety of problem populations, and each group presents specific challenges, satisfactions and difficulties. In mental institutions or prisons there is a possibility of violent behavior by residents. In most cases, the work is emotionally strenuous, requiring a high degree of emotional stability on the part of the aide. Outdoor horticultural acitivities involve hard physical labor and exposure to the weather. The aide works constantly with other people, singly or in groups. The aide must be sensitive but not overly so, aware of unspoken feelings and needs, diplomatic, compassionate and patient. (10)

Much of the early work in this country was and is done by volunteers. (3) Information is still scarce although communications between working groups is improving. Some of the best developed programs appear to center in England and Canada. Using the facilities of Horticulture and Social and Human Services Departments in conjunction with working Horticultural Therapists we plan to develop a program for introducing and training individuals in practical professional skills of working with the handicapped and disadvantaged.

REPORT

Statement of the Problem

At the present time although Horticulture Therapy Activities are internationally used in the treatment of a wide variety of patients, and there is a growing need for trained personnel,there are few programs in the United States providing such training, none in the State of Washington. Literature related to the field is scarce and limited in scope. The development of curriculum and training will make a significant educational contribution, benefitting such community agencies as Children's Orthopedic Hospital, Victoria Village, Fircrest and Firland.

A review of the literature disclosed the following:

In 1878, Benjamin Rush maintained that digging in the soil had a curative effect on the mentally ill. In 1896, Helen Campbell, in Darkness and Daylight or Lights and Shadows of New York Life, described horticultural activity in a Children's Aid Society,"...in the windows of the poorest, most tumble-down houses and tenement rookeries I saw flowers growing, or met little savages of the district carrying a plant more carefully than they did the baby entrusted to their care." Horticultural Therapy as we know it today, however, began only in the 1950's.

Rhea McCandliss of Menniger Clinic wanted to determine the extent of horticulture therapy in the U.S. at the end of the last decade and to establish communications among the institutions involved. Miss McCandliss relates, "The only way I had to get this information was by inquiring of hospitals whenever I visited other cities, or by asking persons who visited us what was going on in their area. By this means I began to believe that there was a great deal going on in Horticultural Therapy, which may also be called Garden Therapy, but very little has been done to bring workers into contact with each other, or to publish or describe this in the literature. There seemed to be almost no courses offered for training persons wishing to enter the field.

"Last spring, we decided that now was the time to gather information not only on what is going on in hospitals in Garden Therapy, but also what is the demand for trained workers in this media.

"In order to get this information, I developed a questionnaire to be sent out to hospitals all over the United States. At first, we thought in terms of psychiatric hospitals only, since that is our field of interest. But since we were exploring the demand for such trained personnel, we added questions regarding need for training, and expanded the list to include a few hospitals other than psychiatric, such as children's, geriatric, rehabilitation retarded shcools, and mental health centers.

The survey received a 43% return (216 answers) with 140 institutions having some form of Horticultural Therapy (64%).

Many of the institutions without programs indicated that they would be interested in establishing such a program if they could obtain trained help."(8) Elvin McCondal describes this approach, "It is a non-medical therapeutic method conducted in a natural environment. For many disabilities, it offers exercises in a disguised fashion and utilizes the patient's improvement in physical gains in a normal activity. Children in a hospital are taken away from their normal growth opportunities. They do not have the experience of learning. The gardening work gives them the exercise. The patients enjoy it. It raises their spirits and helps them adjust to living with their handicaps." (9)

Gardening helps to overcome the natural depression and frustration of confined people. The program itself can range from the simple to the complex. It may involve a single plant in a patients room, the upkeep of plant materials on an institutions grounds, or gaining enough experience about horticulture to secure a new vocation. Each project is adapted to meet individual needs and capabilities. In cases where an extensive program is planned, gardening should be the domirant interest of his life. The wider his knowledge of horticulture and his enthusiasm for the field, the more compelling and helpful it will be to the person (disabled or not) who is entering this wonderful world for the first time (3,10,11)

"Gardening in relation to the physically disabled can be considered under four main headings:

1. Assessing a patient's capabilities.
2. Improvement of physical function.
3. Social interest and hobby.
4. Training for a gardening career. (12)

A few suggested therapeutic goals are:

1. To have fun.
2. To stimulate senses.
3. To provide intellectual stimulation.
4. To learn to follow directions.
5. To encourage problem solving.
6. To encourage group interaction.
7. To encourage community involvement.
8. To provide an activity that can be continued at home.
9. To increase attention span.
10. To increase hand co-ordination.
11. To increase self-esteem.
12. To encourage the use of library materials. (6)

"There are not physical prerequisites for a horticultural therapy aide. Indeed some sources indicated that the physically handicapped therapist serves as a role model in some institutions. A high school diploma or the equivalent might be necessary before admission to the educational preparation program.

The written evaluations were done at the October 13, 1979 symposium. The results are found in appendix B and C.

Conclusions

Community support for this project has been strong. The media (newspapers, magazines, radic and television) coverage was excellent. Attendance at the symposium was good. Surveys conducted at the symposium indicated an interest in training, and in the involvement of Horticultural Therapists in agencies. Placement settings have been located. Community members have contacted the program coordinators for assistance in the development of agency Horticultural Therapy programs.

The original intent of the proposal for curriculum development in the field of Horticultural Therapy was to provide an additional option for futher training to students in Horticulture and Human Services. A certificate program to supplement existing skills has been developed. The response from the community indicates an expanding interest and a need for training specific to certain needs, i.e. the elderly, the hospitalized, etc., and the need for inservice training for agency staff members. It appears that only the "tip of the iceberg" has been sighted. At this point the coordinators feel that the project may require more future time and energy than was originally supposed.

THIRD PARTY EVALUATION

The Horticulture Therapy Project conducted by Edmonds Community College was by this evaluator quite successful. The certificate program, as developed, is supplementary in nature. It is intended for those already working with the elderly, handicapped, mentally ill, and incarcerated to use horticulture as a means of therapy. Also, for those already trained in Horticulture, the human service skills to use their training with target populations.

One area of concern is that we not give the impression that this curriculum is to train entry level people as horticulture therapist, but rather, Horticulture Therapy Aides or giving already employed people both the horticulture skills and the people skills.

The idea of bringing two programs located in different divisions of the college together to combine ideas and courses was extremely satisfying. By combining courses and adding several new courses a new program, serving a new clientele was developed.

Of extreme benefit to our faculty was the Symposium on October 13, 1979. This gave our faculty,administrators and community members an insight into what horticulture can do as a rehabilitation aid. This evaluator did attend the symposium and found it extremely informative. After attending the seminar and discussing this program with the campus faculty involved, it is my feeling that the principles of horticulture therapy should be known by all those working with the elderly, handicapped and incarcerated.

I feel the project went well. I am disappointed that the individual courses are not that clearly defined as to content. However, after implementation of the courses, there will be major revisions, I am sure.

One problem is the number of target populations horticulture as a therapeutic aid could serve. Since, at this time, courses cannot be offered soley for the people working with the handicapped or elderly (because of limited class numbers) it is more difficult to structure courses to serve all areas.

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HORTICULTURE THERAPY SYMPOSIUM

SATURDAY, OCTOBER 13, 1979

8:45	Registration
9:15	Welcome Introduction
9:30	The Nature of Change in Horticulture Therapy Andrew Barber of the Menninger Foundation
10:30	Break
10:45	Horticulture Therapy at University of British Columbia Margaret E. Coxon
11:45	Film
12:00	Picnic Lunch and Display Fair
1:15	Therapy Through Horticulture at University of British Columbia Virginia G. Fearing
2:15	Break
2:30	Panel Discussion
3:15	Your Turn Now
3:45	Where Now Andrew Barber

Horticultural Therapy is "rehabilitation through contact with nature", specifically gardening. On October 13, 1979, Edmonds Community College will offer a free symposium for persons interested in exploring aspects of horticultural therapy and previewing the college's new program.

For further information contact Edmonds Community College 775-4444, extensions 372,371,390,374. Dan Douglas, Dennis Thompson, Sally Taylor or Patsy Roehl.

COME JOIN US!

Detach along dotted line

Mail registration form to Edmonds Community College, 20,000 68th Ave. W., Lynnwood, Washington 98036 Attention: Patsy Roehl

Name _____ Address _____ Phone _____

Affiliation (If Applicable) _____

( ) Yes, Please register me for the Horticultural Therapy Symposium

( ) I am interested in receiving Edmonds Community College credit for my attendance.

( ) I would like to be provided with a box lunch and am enclosing $3.00.

Box lunch includes a large sandwich and a fresh salad, my sandwich preference is as indicated.

( ) Turkey ( ) Roast Beef ( ) Cheese

Horticultural Therapy is the union of gardening and the healing sciences. During the past few years human service workers have discovered something gardeners have known for centuries; gardening is good therapy. It has been used to improve the attitude and health of the disadvantaged and disabled, the mentally and emotionally disturbed, the physically handicapped, retarded and the elderly.

Few schools have horticultural therapy programs. The Horticultural Department of Edmonds Community College has been training disabled workers in Horticulture for the past several years; The Social and Human Services Department has been training paraprofessional counselors. Beginning this fall we will be training paraprofessional horticultural therapists to work with various groups of restricted individuals. Course work will begin the second five weeks of Fall Quarter. The program includes basic courses in Horticulture, Social and Human Services, and special studies in Horticultural Therapy. Students will participate in actual field placements developing teaching techniques for specific needs. Work will culminate in a one year horticultural therapy certificate.

The program is designed for people with vocational or general interest.

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Appendix B

AGENCY SURVEY
HORTICULTURE THERAPY

1. What is the nature of your agency's business or service?

2. Number of employees:

1-5	0
6-15	4
16-25	2
over 25	13

3. Does your agency presently use horticulture as a means of therapy or in working with clients or patients?

Yes	8
No	11

4. Do you feel that an added knowledge of horticulture would be of value to your employees in their work?

Yes	19
No	

5. Do you feel an added knowledge of social service techniques would be of value to your employees in their work?

Yes	19
No	

6. Which type of training courses would best fit your needs?

Human growth and development	(9)
Horticulture therapy techniques	(16)
Introduction to behavioral therapy	(8)
Indoor horticulture activities	(16)
Outdoor horticulture activities	(14)

7. What would be the time preference for you or your employees for such course work?

During the week--morning	(3)
During the week--afternoons	(4)
Evenings	(7)
Saturdays	(12)

8. Would a person trained in both Horticulture and Therapy be of value to your agency when hiring a new employee?

Yes	13
No	2
Not sure	4

9. Would your agency be interested in volunteers trained in horticulture therapy?

Yes	17
No	2

10. If such therapy courses or programs were offered at Edmonds Community College, would you like to be placed on the mailing list for additional information?

Yes	17
No	2

If yes, complete the following:

NAME _____

AGENCY _____

ADDRESS _____
City Zip

PHONE _____

11. From what source did you hear of this Symposium?

Newspaper	(0)
Radio	(0)
Horticulture Therapy Mailer	(10)
NOHS Journal	(2)
Sunset Magazine	(0)
Other	9

ADDITIONAL COMMENTS:

Please feel free to use the reverse side of this paper. Thank you.

STUDENT/WORK SURVEY

Appendix C

Horticulture Therapy

1. Please identify client group with which you prefer to work:

Elderly	(26)
Physically handicapped	(14)
Retarded	(8)
Hospitalized patients	(12)
Children	(28)
Emotionally disturbed	(15)
Other _____	4

2. Are you currently working or volunteering in the human service field?

Yes	(27)
No	(15)

Type of agency _____

3. Are you currently working or volunteering in a horticultural setting?

Yes	(21)
No	(24)

4. Do you feel that additional skills in horticulture would be beneficial to you as a human service worker?

Yes	(34)
No	(4)
Not applicable	(5)

5. Do you feel that additional social service skills would be beneficial to you as a worker?

Yes	(35)
No	(1)
Not applicable	(3)

6. Which type of training courses would best fit your needs?

Human growth and development	(8)
Horticulture therapy techniques	(35)
Introduction to Behavioral Therapy	(22)
Indoor horticulture activities	(29)
Outdoor horticulture activies	(22)
Other _____	5
_____	

7. I would prefer course work at the following time:

During the week--morning	(17)
During the week--afternoons	(11)
Evenings	(21)
Saturdays	(13)

8. If such courses were offered at Edmonds Community College would you enroll?

Yes	(36)
No	(4)

If yes, complete the following:

NAME _____

AGENCY _____

ADDRESS _____

City Zip

PHONE _____

9. Are you most interested in volunteer work or employment?

Volunteer	(19)
Employment	(28)

10. From what source did you hear of this symposium?

Newspaper	(3)
Radio	(0)
Horticultural Therapy Mailer	(23)
NOHS Journal	(3)
Other, please indicate _____	24

11. ADDITIONAL COMMENTS:

Please feel free to use other side of this paper. Thank you.

THE CERTIFICATE PROGRAM

1979-80

A one year certificate in Horticultural Therapy will be awarded upon completion of requirements as listed below: Formal certification in the field is offered through National Council for Rehabilitation and Therapy through Horticulture.

Required Horticulture courses (15 hours Horticulture from recommended list or similar)

	Course #	Course Title	Credit
Hort	196	Greenhouse studies	1-3
"	197	Landscape	1-3
Hort	227	Container Gardening	2
"	241	Floral Design	3
"	264	Vegetable Gardening	3
"	255	Greenery Workshop	1
"	204	Ferns	1
"	205	Herbs	1
"	208	Annuals and Perennials	3
"	64	House Plants	1
"	134	House Plants	3
		Light Gardening	2
"	226	Introduction to Rock plants	2

Required Horticultural Therapy Courses (15 hours)

SHS	255	Seminar in Hort	6
SHS	200	Introduction to Horticulture Therapy	4
SHS	211, 212, 213	Field Placement	
or			
ECE	208, 209, 210	Field Placement	5

Required Social & Human Services Courses (14 hours)

SHS	116	Intro to Behavior Therapy	3
SHS	145	Survey of Disabling Conditions	3
SHS	100, 101, or 102	Human Growth & Development	5
SHS	146	Methods in Therapeutic Teaching	3

Electives

HLTH	105	First Aid	3
PSYC	101	General Psyc	
SOC	110	Gen Soc	
SHS	114	Social Work Practice Methods I	5
SHS	115	" " " " II	5
SHS	121	Community Resources and Advocacy	4
ECE	147	Sign Language	2

* 45 credits required for certificate in Horticulture Therapy

SPEAKERS LIST:

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Ms. Virginia Fearing, University of British Columbia, Vancouver, British Columbia

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---

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Appendix F

COURSE DESCRIPTIONS

SHS 145 Survey of Disabling Conditions 3 credits

This introductions course is designed to give background information to students interested in working with individuals (child or adult) whose skills are limited by specific handicapping conditions including traumatic, developmental age or disease related conditions.

SHS 146 Methods in Therapeutic Teaching 3 credits

This course is designed for students who wish to teach clients, child or adult. It will assist students in the preparation and adaptation of materials to meet the needs of their clients.

SHS 200 Horticulture Therapy 5 credits

A course designed to train paraprofessionsal counselors to use purposeful horticulture activities and materials with clients to arouse interest, courage, and confidence. Individual modules will focus on techniques for working with specific disabling conditions.

Therapeutic techniques will be combined with knowledge of the use of specific horticultural materials.

SHS 250 Symposium in Horticultural Therapy 1 credit

A one day exploration of the various aspects of Horticultural Therapy and previewing (outline on brochrue, appendix A) the college's new program.

SHS 250 Seminar in Horticulture Therapy 3 credits

This seminar is most valuable when the student is involved in a practice or work setting with clients. It will focus on problem solving techniques for using specific horticultural media. Discussions will also include use of group dynamics, intervention strategies and counselor-client relationships.

ECE 147 Sign Language 3 credits

A course in manual communication helpful to persons working with the deaf, and providing an alternative communication technique for people working with the learning handicapped.

EDMONDS COMMUNITY COLLEGE

Appendix F

COURSE PROPOSAL FORM

SHS (*Course abbrev.) 145 (*Course number)

Check ONE: ( ) NEW COURSE PROPOSAL: complete ALL items below.
( ) SYLLABUS UPDATE: complete only items marked with asterisk (*).
( ) REVISION: specify change _____

*COURSE TITLE: SURVEY OF DISABLING CONDITIONS

STUDENT CLASS HOURS:

lect.	lect/ lab.	lab	shop	clin.	other	syst.
x						

Credits	Instructor contact hrs.	Capacity (est.)	FTEF fraction	Fee	HEGIS code
3		25			

PREREQUISITE: None

INSTITUTIONAL INTENT: one (and ONLY one) MUST be checked.

( ) academic transfer ( ) occupational preparatory ( ) community service
( ) academic basic (X) occupational supplementary
( ) academic general ( ) occupational "useful"

SPECIAI CLIENTELE TO BE SERVED:

LISTING: one (and ONLY one) MUST be checked.

AAS distribution (transfer only) ( ) yes ( ) no
AAS electives (transfer only) ( ) yes ( ) no
AAS electives (15 credit block) (X) yes ( ) no

IS THIS COURSE TO BE OFFERED ONE TIME ONLY? ( ) yes (x) no

CATALOG DESCRIPTION:

This introduction course is designed to give background information to students interested in working with individuals (child or adult) whose skills are limited by specific handicapping conditions including traumatic, developmental age or disease related conditions.

An introduction to the field of developmental disabilities, designed to acquaint the student with etiology, growth and development patterns, educational practices for each developmental disability classification, and the psychological and educational impact of a disability on a child, his family and his future.

SHS (*Course abbrev.) 145 (*Course number)

*COURSE OBJECTIVES (standards against which student performance will be evaluated):

1. To acquaint students with the major disability classifications listed below in respect to etiology, general discrepancies in growth and development patterns, and the educational and psychological impact of physical or intellectual deviation in development.
   a. physical or health disabilites: chronic disease, tuberculosis, muscular dystrophy, heart disease, diabetes, epilepsy, cerebral palsy, disfigured and orthopedically handicapped.
   b. visually impaired
   c. mentally retarded
   d. behavior disorder
   e. communication disability
2. To sensitize the student to the limitation inherent in defining and naming handicapping conditions, the impact of the labeling process, and the nature of assumptions underlying the application of various labels.

See attached sheet .

*METHODS OF INSTRUCTION: (includes also special requirements for materials, space, support)

Lecture

*EXAMINATIONS (methods of evaluating student attainment of objectives):

Examinations given twice each quarter

*GRADING:

As per college grading system

COURSE OBJECTIVES (continued)

3. To acquaint the student with the historical perspectives, recent trends and possible future developments in social and educational institutions for the developmentally disabled.

4. To familiarize the student with the nature and capabilities of the inter-disciplinary diagnostic/remedial team.

5. To acquaint the student with the social impact of handicapping conditions upon parents, the family and family friends and the resultant impact upon the clients own view of himself, and his societal adjustment.

6. To acquaint the student with the scope and variety of social institutions, organizations and services available to aid the developmentally disabled client and his family

*DETAILED COURSE OUTLINE:

I. Introduction to the field of Developmental Disabilities

II. Intensive study of each Developmental Disability

For each disability:

1. define terms
2. known causes adn contributing factors
3. historical overview of educational or social intervention
4. developmental problems special to the disability
5. impact on the child's education
6. specific procedures

III. The problems of early diagnosis and remediation and the recent development of the inter-disciplinary team

IV. Schools and agencies that serve the disabled child and his family

V. What the future holds for the Developmentally Disabled child.

EdCC COURSE PROPOSAL FORM
Page four

SHS (*Course abbrev.) 145 (*Course number)

*DETAILED COURSE OUTLINE, continued (use additional sheet if necessary):

PROCESS:

	Date	Procedure	By (signature):
*1.	_____	Course proposal form submitted to the office of the associate dean of instruction	_____
2.	_____	Page one completed.	
3.	_____	Division recommends approval ( ) Division recommends disapproval ( )	_____ (DR)
4.	_____	Reviewed by director of learning center	_____ (DLR)
5.	_____	Reviewed by Faculty-Administration Council.	
6.	_____	Dean of instruction approves ( ) Dean of instruction disapproves ( )	_____ (DI)
7.	_____	Course proposal form filed in temporary location.	
8.	_____	Pages two and three completed (prior to the end of the quarter in which taught).	
9.	_____	Page four completed.	
10.	_____	Course proposal form filed in permanent location.	

VJD:101979

EDMONDS COMMUNITY COLLEGE

Appendix F

COURSE PROPOSAL FORM

SHS (*Course abbrev.) 146 (*Course number)

Check ONE: ( ) NEW COURSE PROPOSAL: complete ALL items below.
( ) SYLLABUS UPDATE: complete only items marked with asterisk (*).
( ) REVISION: specify change _____

*COURSE TITLE: METHODS IN THERAPEUTIC TEACHING

STUDENT CLASS HOURS:

lect.	lect/ lab.	lab	shop	clin.	other	syst.
X						

Credits	Instructor contact hrs.	Capacity (est.)	FTEF fraction	Fee	HEGIS code
3	30	25			

PREREQUISITE: None

INSTITUTIONAL INTENT: one (and ONLY one) MUST be checked.

( ) academic transfer
( ) academic basic
( ) academic general
( ) occupational preparatory
(X) occupational supplementary
( ) occupational "useful"
( ) community service

SPECIAL CLIENTELE TO BE SERVED:

LISTING: one (and ONLY one) MUST be checked.

AAS distribution (transfer only) ( ) yes ( ) no
AAS electives (transfer only) ( ) yes ( ) no
AAS electives (15 credit block) (X) yes ( ) no

IS THIS COURSE TO BE OFFERED ONE TIME ONLY? ( ) yes (X) no

CATALOG DESCRIPTION:

This course is designed for students who wish to teach clients, child or adult. It will assist students in the preparation and adaptation of materials to meet the needs of their clients.

This class is designed to provide paraprofessionals with the technical knowledge to program educational sequences and strategies to efficiently remediate specific skill deficits. Included is an analysis of basic learning principles, the teaching presentation, an analysis of a task and a concept, and programming reinforcement.

SHS (*Course abbrev.) 146 (*Course number)

*COURSE OBJECTIVES (standards against which student performance will be evaluated):

To familarize students with the characteristics of slow learners in relation to their need for specific remedial instruction.

To familiarize students with the fundamentals of effective academic remediation: teaching a specific skill to an individual child using a variety of approaches and materials.
To introduce the concept of mastery learning.

To familarize the student with the design of a sequence of remedial tasks which will enable a client to overcome a performance deficit.

To teach a concept of "a concept".

To familarize the student with the basics of conceptual learning.

To provide an opportunity to conduct a task analysis.

*METHODS OF INSTRUCTION: (includes also special requirements for materials, space, support)

Lecture

Required Texts: Teaching Children with Learning Problems by Gerald Wallace and James M. Kauffman. Charles E. Merrill Pub.. Co.
The Essentials of Teaching, Barbara Bateman, Dimensions Pub. Co., San Rafael, CA 94903

*EXAMINATIONS (methods of evaluating student attainment of objectives):

Two examinations per quarter

*GRADING:

Usual college grading system

COURSE OBJECTIVES (continued)

To sensitize the student to the response requirements of a learning task.

To describe the fundamentals of efficient task presentation.

To present language as a teaching instrument, enabling language to function as an adequate communication system between the teacher and child in the learning situation.

To familarize the student with the fundamentals of behavior management and with the techniques of decreasing, increasing or maintaining behavior.

To describe the fundamentals of programming reinforcement.

To familarize the student with the process of shaping, that is, building complex behaviors through the differential reinforcement of complex behaviors.

To acquaint the student to the fact that in every learning task the child is also learning a concept of the act of learning - he is learning how to learn.

*DETAILED COURSE OUTLINE:

I. Learning for mastery.

II. Characteristics of slow learners.

III. Principles of behavior change

IV. Concept analysis

V. Domain of pre-academic cognitive tasks.

VI. Language in teaching routines

VII. Task analysis

VIII. Programming reinforcement

EdCC COURSE PROPOSAL FORM
Page four

*Course abbrev. _____ *Course number _____

*DETAILED COURSE OUTLINE, continued (use additional sheet if necessary):

PROCESS:

	Date	Procedure	By (signature):
*1.	_____	Course proposal form submitted to the office of the associate dean of instruction	_____
2.	_____	Page one completed.	
3.	_____	Division recommends approval ( ) Division recommends disapproval ( )	_____ (DR)
4.	_____	Reviewed by director of learning center	_____ (DLR)
5.	_____	Reviewed by Faculty-Administration Council.	
6.	_____	Dean of instruction approves ( ) Dean of instruction disapproves ( )	_____ (DI)
7.	_____	Course proposal form filed in temporary location.	
8.	_____	Pages two and three completed (prior to the end of the quarter in which taught).	
9.	_____	Page four completed.	
10.	_____	Course proposal form filed in permanent location.	

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EDMONDS COMMUNITY COLLEGE Appendix F

COURSE PROPOSAL FORM

SHS (*Course abbrev.) 147 (*Course number)

Check ONE: ( ) NEW COURSE PROPOSAL: complete ALL items below.
( ) SYLLABUS UPDATE: complete only items marked with asterisk (*).
( ) REVISION: specify change _____

*COURSE TITLE: SIGN LANGUAGE

STUDENT CLASS HOURS:

lect.	lect/ lab.	lab	shop	clin.	other	syst.
X						

Credits	Instructor contact hrs.	Capacity (est.)	FTEF fraction	Fee	HEGIS code
3	30	25			

PREREQUISITE: None

INSTITUTIONAL INTENT: one (and ONLY one) MUST be checked.

( ) academic transfer
( ) academic basic
( ) academic general
( ) occupational preparatory
(X) occupational supplementary
( ) occupational "useful"
( ) community service

SPECIAL CLIENTELE TO BE SERVED:

LISTING: one (and ONLY one) MUST be checked.

AAS distribution (transfer only)	( ) yes	( ) no	AAS electives (transfer only)	( ) yes	( ) no	AAS electives (15 credit block)	(x) yes	( ) no

IS THIS COURSE TO BE OFFERED ONE TIME ONLY? ( ) yes (x) no

CATALOG DESCRIPTION:

A course in manual communication helpful to persons working with the deaf, and providing an alternative communication technique for people working with the learning handicapped.

SHS (*Course abbrev.) 147 (*Course number)

*COURSE OBJECTIVES (standards against which student performance will be evaluated):

Student will develop an average basic sign vocabulary of 0-300 words

Student will develop unlimited fingerspelling

Student will be able to converse slowly with deaf person.

*METHODS OF INSTRUCTION: (includes also special requirements for materials, space, support)

Lecture

*EXAMINATIONS (methods of evaluating student attainment of objectives):

Twice quarterly

*GRADING:

Usual college grading system

SHS *Course abbrev. | 147 *Course number

*DETAILED COURSE OUTLINE:

I. History of Sign Language

II. Types of signs

III. Manual Alphabet and vocabulary

EdCC COURSE PROPOSAL FORM
Page four

*Course abbrev. _____ *Course number _____

*DETAILED COURSE OUTLINE, continued (use additional sheet if necessary):

PROCESS:

	Date	Procedure	By (signature):
*1.	_____	Course proposal form submitted to the office of the associate dean of instruction	_____
2.	_____	Page one completed.	
3.	_____	Division recommends approval ( ) Division recommends disapproval ( )	_____ (DR)
4.	_____	Reviewed by director of learning center	_____ (DLR)
5.	_____	Reviewed by Faculty-Administration Council.	
6.	_____	Dean of instruction approves ( ) Dean of instruction disapproves ( )	_____ (DI)
7.	_____	Course proposal form filed in temporary location.	
8.	_____	Pages two and three completed (prior to the end of the quarter in which taught).	
9.	_____	Page four completed.	
10.	_____	Course proposal form filed in permanent location.	

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EDMONDS COMMUNITY COLLEGE

Appendix F

COURSE PROPOSAL FORM

SHS (*Course abbrev.) 200 (*Course number)

Check ONE: ( ) NEW COURSE PROPOSAL: complete ALL items below.
( ) SYLLABUS UPDATE: complete only items marked with asterisk (*).
( ) REVISION: specify change _____

*COURSE TITLE: HORTICULTURE THERAPY

STUDENT CLASS HOURS:

lect.	lect/ lab.	lab	shop	clin.	other	syst.
X						

Credits	Instructor contact hrs.	Capacity (est.)	FTEF fraction	Fee	HEGIS code
5	50	25			

PREREQUISITE: None

INSTITUTIONAL INTENT: one (and ONLY one) MUST be checked.

( ) academic transfer ( ) occupational preparatory ( ) community service
( ) academic basic (x) occupational supplementary
( ) academic general ( ) occupational "useful"

SPECIAL CLIENTELE TO BE SERVED:

LISTING: one (and ONLY one) MUST be checked.

AAS distribution (transfer only)	( ) yes	( ) no	AAS electives (transfer only)	( ) yes	( ) no	AAS electives (15 credit block)	(X) yes	( ) no

IS THIS COURSE TO BE OFFERED ONE TIME ONLY? ( ) yes (X) no

CATALOG DESCRIPTION:

A course designed to train paraprofessional counselors to use purposeful horticulture activities and materials with clients to arouse interest, courage, and confidence. Individual modules will focus on techniques for working with specific disabling conditions.

Therapeutic techniques will be combined with knowledge of the use of specific horticultural materials.

SHS *Course abbrev. | 200 *Course number

*COURSE OBJECTIVES (standards against which student performance will be evaluated):

1. Student will be able to list six or more events in the history of horticulture Therapy
2. Student will list names, six or more authorities and be able to tell about them.
3. Student will be able to identify programs in the U.S. dealing with specific groups of clients.
4. Student will be aware of and able to identify obstacles to be overcome in working with specific client groups.
5. Student will identify common equipment used to accomodate handicapped clients.
6. Student will be able to list appropriate experiences for clients.
7. Student will be able to design and execute programs for specific handicapps with the assistance of appropriate references.

*METHODS OF INSTRUCTION: (includes also special requirements for materials, space, support)

Required Text - Elvin McDonald, Plants as Therapy

*EXAMINATIONS (methods of evaluating student attainment of objectives):

Twice each quarter

*GRADING:

Usual college grading system

SHS *Course abbrev. | 200 *Course number

*DETAILED COURSE OUTLINE:

I. History of Horticultural Therapy
   A. General
   B. United States

II. Horticultural Therapy Programs Today
   A. Europe
   B. United States
   C. Other

III. Horticultural Therapy Programs for specific handicapping conditions
   A. Hospitalized patients
      Children
      Adults
      Chronic
   B. Emotionally disturbed behaviorally disturbed
   C. Mentally retarded
   D. Physically impaired
      Sensory problems
      5 motor problems
      Language or hearing impaired

IV. Adaptive equipment and materials

EdCC COURSE PROPOSAL FORM
Page four

*Course abbrev. _____ *Course number _____

*DETAILED COURSE OUTLINE, continued (use additional sheet if necessary):

PROCESS:

	Date	Procedure	By (signature):
*1.	_____	Course proposal form submitted to the office of the associate dean of instruction	_____
2.	_____	Page one completed.	
3.	_____	Division recommends approval ( ) Division recommends disapproval ( )	_____ (DR)
4.	_____	Reviewed by director of learning center	_____ (DLR)
5.	_____	Reviewed by Faculty-Administration Council.	
6.	_____	Dean of instruction approves ( ) Dean of instruction disapproves ( )	_____ (DI)
7.	_____	Course proposal form filed in temporary location.	
8.	_____	Pages two and three completed (prior to the end of the quarter in which taught).	
9.	_____	Page four completed.	
10.	_____	Course proposal form filed in permanent location.	

VJD:101979

EDMONDS COMMUNITY COLLEGE

SHS *Course abbrev. 250 *Course number

COURSE PROPOSAL - SYLLABUS FORM

For new course proposals, complete all items.
For syllabi, complete only items marked with asterisk.

*Course title: SYMPOSIUM IN HORTICULTURAL THERAPY

Class hours: x lect. ____ lab. ____ clin. ____ other ____ syst.

1 Credits | 10 Contact hours | 200 max. size | ____ FTEF fraction | ____ Fee

HEGIS Code ____

Prerequisite: None

Course intent:

( ) academic transfer ( ) occupational preparatory ( ) community service
( ) academic basic (x) occupational supplementary
( ) academic general ( ) occupational "useful"

Course designed to serve ____

Listing: AAS distribution ( ) yes ( ) no AAS electives (transfer only) ( ) yes ( ) no AAS electives (15 credit block) (x) yes ( ) no

Is this course to be offered one time only? ( ) yes (x) no

Catalog description:

A one day exploration of the various aspects of Horticultural Therapy and previewing (outline on brochure, appendix A) the college's new program.

SHS | 250
*Course abbrev. | *Course number

*Course objectives (standards against which student performance will be evaluated.)

Horticultural Therapy is "rehabilitation through contact with nature", specifically gardening. The symposium is for persons interested in exploring aspects of horticultural Therapy.

*Methods of instruction: (includes also special requirements for materials, space, support)

Lecture

*Examinations (methods of evaluating student attainment of objectives)

*Grading:

Usual college grading system

*Detailed course outline:

Registration
Welcome introduction
The Nature of Change in Horticulture Therapy
  Andrew Barber of the Menninger Foundation
Break
Horticulture Therapy at University of British Columbia
  Margaret E. Coxon
Film
Picnic Lunch and Display Fair
Therapy Through Horticulture at University of British Columbia
  Virginia Fearing
Break
Panel Discussion
Your Turn Now
Where Now
  Andrew Barber

page four

SHS *Course abbrev.

250 *Course nurber

Detailed course outline, continued

*Prepared by:_____ *Date:_____

Review:

Head, LMC_____ Date:_____

Division recommends approval ( )
Division recommends disapproval ( )

_____ Signature, A.D.I. OR Dir.

_____ Date

Dean of instruction approves ( )
Dean of instruction disapproves ( )

Signature_____ Date_____

EDMONDS COMMUNITY COLLEGE Appendix F

COURSE PROPOSAL FORM

SHS (*Course abbrev.) 255 (*Course number)

Check ONE: ( ) NEW COURSE PROPOSAL: complete ALL items below.
( ) SYLLABUS UPDATE: complete only items marked with asterisk (*).
( ) REVISION: specify change _____

*COURSE TITLE: SEMINAR IN HORTICULTURAL THERAPY

STUDENT CLASS HOURS:

X						
lect.	lect/ lab.	lab	shop	clin.	other	syst.

1	10 hrs				
Credits	Instructor contact hrs.	Capacity (est.)	FTEF fraction	Fee	HEGIS code

PREREQUISITE: None

INSTITUTIONAL INTENT: one (and ONLY one) MUST be checked.

( ) academic transfer (X) occupational preparatory ( ) community service
( ) academic basic ( ) occupational supplementary
( ) academic general ( ) occupational "useful"

SPECIAL CLIENTELE TO BE SERVED:

LISTING: one (and ONLY one) MUST be checked.

AAS distribution (transfer only) ( ) yes ( ) no
AAS electives (transfer only) ( ) yes ( ) no
AAS electives (15 credit block) (x) yes ( ) no

IS THIS COURSE TO BE OFFERED ONE TIME ONLY? ( ) yes (x) no

CATALOG DESCRIPTION:

This seminar is most valuable when the student is involved in a practice or work setting with clients. It will focus on problem solving techniques for using specific horticultural media. Discussions will also include use of group dynamics, intervention strategies and counselor-client relationships.

To enable students to identify problem areas or to seek information relative to their current experiences.

*Course abbrev. *Course number

*COURSE OBJECTIVES (standards against which student performance will be evaluated):

*METHODS OF INSTRUCTION: (includes also special requirements for materials, space, support)

*EXAMINATIONS (methods of evaluating student attainment of objectives):

*GRADING:

SHS *Course abbrev. 255 *Course number

*DETAILED COURSE OUTLINE:

A. To explore experiences in therapy through horticulture.

B. To provide supervision which will enable students to grow in the development of teaching skills.

C. To train paraprofessionals in the expectatios of the work experience.

D. To interact with interns in order to further enhance the Horticulture/Therapy process.

E. Instruct students in paraprofessional ethics.

F. Assist the students in the development of instructional help skills related to gardening.

EdCC COURSE PROPOSAL FORM
Page four

*Course abbrev. _____ *Course number _____

*DETAILED COURSE OUTLINE, continued (use additional sheet if necessary):

PROCESS:

	Date	Procedure	By (signature):
*1.	_____	Course proposal form submitted to the office of the associate dean of instruction	_____
2.	_____	Page one completed.	
3.	_____	Division recommends approval ( ) Division recommends disapproval ( )	_____ (DR)
4.	_____	Reviewed by director of learning center	_____ (DLR)
5.	_____	Reviewed by Faculty-Administration Council.	
6.	_____	Dean of instruction approves ( ) Dean of instruction disapproves ( )	_____ (DI)
7.	_____	Course proposal form filed in temporary location.	
8.	_____	Pages two and three completed (prior to the end of the quarter in which taught).	
9.	_____	Page four completed.	
10.	_____	Course proposal form filed in permanent location.	

VJD:101979

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(Alphabetical Index)

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ALCOHOLISM INFORMATION & TREATMENT CENTERS: Seattle

AMERICAN GARDEN CLUBS

AMERICAN RHODEDENDRON SOCIETY

AMERICAN ROCK GARDEN SOCIETY

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THE ARTS/DANCE

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CHILDCARE/GROUPS CONCERNED WITH CHILDCARE

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LAW/DISCRIMINATION

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NORTHWEST ORNAMENTAL HORTICULTURE SOCIETY

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NURSING HOMES
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MR. COORDINATOR
SPECIAL ED. SCHOOLS

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RECREATION/ENTERTAINMENT
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RECREATION/ENTERTAINMENT/KITE FLYING

RECREATION/ENTERTAINMENT/INDOOR SPORTS

RECREATION/ENTERTAINMENT/PARTIES

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SAN JUAN ISLAND FACILITIES:
Public Coordinator
Mr. Coordinator
School
Nursing Home

SELF RELIANCE/DO IT YOURSELF

THIRD WORLD/ASIAN AMERICANS

THIRD WORLD/BLACKS

THIRD WORLD/CHIC. .O'S

THIRD WORLD/GROUPS WORKING WITH THIRD WORLD ISSUES

THIRD WORLD/INDIANS

TRANSPORTATION/BUS

TRANSPORTATION/CARPOOLING

TRANSPORTATION/FERRIES

TRANSPORTATION/TRAINS

TRANSPORTATION/TRANSPORTATION EDUCATION AND ACTIVIST GROUPS

VETERANS

.OMEN

YOUTH

College thinks it's a good therapy tech—nique

Educators at Edmonds Community College believe that gardening is good therapy and they are starting an unusual program to train people in horticulture therapy.

The college has received a state vocational grant to set up the program and will become the only college in the Western United States training therapists to use gardening to improve the health and attitude of the disadvantaged and disabled, the mentally and emotionally disturbed, physically handicapped, the retarded and the elderly.

The new concept, put together by the staffs of the horticulture and human services departments at the college, will be previewed in a free symposium on Saturday, Oct. 13, in Seaview Gymnasium on campus. Course work will begin the week of Oct. 29.

HORTICULTURE instructors Dan Douglas and Dennis Thompson and early childhood education coordinator Sally Taylor, who are coordinating the program, explained that horticulture therapy is rehabilitation through contact with nature, specifically gardening.

"Actually, horticulture therapy is the union of gardening and the healing sciences. During the past few years human services workers have discovered something that gardeners have known for centuries...gardening is good therapy. It's not only used for the physically and mentally handicapped, but also in cases of stress; it's great for working off stress. Gardening is also good for people who require exercise and fresh air," Thompson said.

Taylor added that using gardening is a different approach for therapy because it uses a medium rather than direct counseling and can be so much more effective.

Few schools have horticulture therapy programs. The horticulture department at EdCC has been training disabled workers in horticulture for the past several years and the social and human services department of the college has been training paraprofessional counselors.

Beginning this fall the college will be training paraprofessional horticulture therapists to work with various groups of restricted individuals. The program, put together after consultation with Alice Burlingame of Michigan State University who founded horticulture therapy, will include basic courses in horticulture, social and human services and special studies in horticulture therapy.

"Horticulture therapy is being used in the Pacific Northwest but not on an organized basis. Some facilities use such therapy in their programs, but they don't train workers. We hope to fill that need in our new courses," Douglas said.

STUDENTS will be participating in actual field placements in such places as nursing homes or hospitals developing teaching techniques for specific needs. Work will culminate in a one-year horticulture therapy certificate although the classes may be taken for either vocational or general interest.

The free symposium Oct. 13 will be held from 9 a.m. to 4 p.m. Anyone interested may get further information by telephoning 775-4444.

The symposium will also have displays of garden tools for the handicapped, miniature and container specialty plants, books and exhibits explaining horticulture therapy activities and booths manned by people who work in the therapy field.

Speakers include Andrew Barber of the Menninger Foundation in Kansas, the leading mental health clinic person in the country who uses horticulture therapy; and Margaret E. Coxon, horticulture therapist, and Virginia G. Fearing, occupational therapist, both from the University of British Columbia, well known for gardening therapy programs.

—Gardening—

PLANTS WILL BE the focal point of a new program in horticulture therapy starting at Edmonds Community College. Coordinated by, from left, Dennis Thompson, Sally Taylor and Dan Douglas, the classes will train people to use gardening as therapy for working with all types of disabled or handicapped persons. Thompson and Douglas are from the school's horticulture

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Autumn shows in the Northwest . . . many are mums

For information on plant sales this month, see page 243.

Auburn, Wash. October 6 and 7. Chrysanthemum show sponsored by Tillicum Chrysanthemum Society. Place: Auburn City Hall, Main and Division streets. Hours: 10 to 7. Free.

Seattle. October 6 and 7. Annual mushroom exhibit by the Puget Sound Mycological Society. Place: Pacific Science Center, Building 2, Seattle Center. Hours: 10 to 8 Saturday; noon to 6 Sunday. Admission: adults $2.50, students and seniors, $1.

Lynnwood, Wash. October 13. Horticulture Therapy Seminar sponsored by Edmonds Community College. The seminar has two purposes: to outline horticultural therapy and to develop a horticulture therapy program, partly based on input from seminar discussion groups. You'll be able to sign up for fall horticulture therapy classes at the seminar. Preregister for the free seminar by writing to Dan Douglas, Edmonds Community College, 20000 68th Ave. W., Lynnwood, Wash. 98036, or call (206) 775-4444, ext. 374.

Centralia-Chehalis, Wash. October 13 and 14. Twenty-ninth annual chrysanthemum show sponsored by Lewis County Chrysanthemum Society. Place: Lewis County Mall, on Hampe Rd. between Centralia and Chehalis. Hours: 2 to 6 Saturday; noon to 5 Sunday. Free.

Seattle. October 13 and 14. Flower arrangement exhibition by Senke School of Japanese Arranging, including arrangements in the seika (formal), modern, and naturalistic styles. Place: St. Peter's Episcopal Church, 1610 S. King St. Hours: 1 to 7 Saturday; noon to 6 Sunday. Free.

Silverton, Ore. October 13 and 14. Chrysanthemum show by Silverton Chrysanthemum and Garden Club. Place: Silverton Union High School, Multipurpose Room. Hours: 2 to 7 Saturday; 12 to 5 Sunday. Chrysanthemums and other flowers from clubs and individuals are welcome. Free.

Everett, Wash. October 17, 18, and 19. Landscape design course sponsored by Chuckanut and Evergreen districts of Washington State Federation of Garden Clubs. Place: Everett Community College, Room 308. Hours: 9 to 3:30. Registration 8 to 8:45 A.M. Admission: $15

(Continued on page 232)

HORTICULTURE THERAPY AND FLORICULTURE

Horticultural Therapy is "rehabilitation through contact with nature," specifically gardening. On October 13th, Edmonds Community College will offer a free symposium for persons interested in exploring aspects of horticultural therapy and previewing the college's new program. The Horticultural Department of EdCC has been training disabled workers in Horticulture for the past several years while the college's Social and Human Services Department has been training paraprofessional counselors. Beginning this fall Edmonds will train paraprofessional horticultural therapists to work with various groups of restricted individuals. Course work will begin the second five weeks of Fall Quarter. The program will include basic courses in Horticulture, Social and Human Services, and special studies in Horticultural Therapy. The program is designed for people with vocational or general interest.

Also, in response to community interest, Edmonds Community College's Horticulture Program is expanding to offer a one year certificate in Floriculture. The field of floriculture actually encompasses two aspects: the greenhouse production of potted crops and cut-flowers, and the florist industry. The basic program is designed as an introduction to both aspects.

NIELSEN NAMED PRESIDENT

In action taken by the Community College District 5 Board of Trustees on July 12th, Tom Nielsen was named to the position of President of Edmonds Community College. Nielsen, 37, came to Edmonds in July of 1973 as Dean of Students and in 1977 assumed the post of Dean of Administration--a position he held until appointed Interim President in January of 1979.

Prior to coming to Edmonds, Nielsen had spent the 1965-66 year at Yakima Valley College and 1966 to 1973 at Mount Hood Community College in Oregon, where he was the Associate Dean of Students and Director of Counseling. He received his B.S. and M.S. in Psychology from Eastern Washington State University.

HISTORY BY TELEVISION

The PBS television series on the Wives of Henry VIII and Elizabeth R, featuring Oscar winner Glenda Jackson and Keith Michell, will be the basis for a course on Tudor England being offered for credit this fall through EdCC. Students will be expected to view the 10-week series on Channel 9 beginning Sunday, September 30th, or to view the weekly video tapes which will be available in the college's media center. The course will offer two transferable social science credits.

SCHOLARSHIPS FROM JANTZEN

Two scholarships for students in the new apparel management and the power sewing machine mechanics programs in the needle trades department of Edmonds Community College were recently presented the program's coordinator, Harry Osborne, by Reginald Knutson, vice president and director of manufacturing of the Jantzen Corporation of Portland.

Knutson stated that Jantzen, which employs 5,000 people worldwide, will be sending some of its personnel to Edmonds College for a special 10-week course in basic machine training. In the past they have had to send these employees to Chicago for the training.

The college's program in power sewing machine mechanics trains students in theory and practical shop application to work with specialized equipment, at repair shops and for manufacturers. Graduates of the program have been placed in the Seattle-Everett area as well as in nine other states. With the basic training, mechanics can start at $6.00 per hour and work up to $27,000 a year in a short time.

Osborne states that many of the students in the power sewing machine mechanics course at Edmonds are individuals with high mechanical apptitude and interest but had only considered the automotive industry as a work option until alerted to opportunities in the needle trades industry.